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The student's position in the democratic classroom

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Abstract

The democratic classroom should be understood as a place where a total development of the student's personality is achieved, a place where the processes of humanization, personalization and socialization are taking place. The student is the first and the basic factor in the tuition because of which the tuition it's organized. The student, as a basic factor of the tuition, incorporates its individual, psychophysical, intellectual, socio-cohesive and structural development. The active participation of the student in all the stages of the tuition has crucial importance, because without that, the tuition can't be even imagined. Because of that, the student in the tuition should be treated as a subject who learns, earns its knowledge, creates, develops and improves. Very important is the moment of training the student for learning, which understands teacher's flexibility, tolerance for the student's actions and his way of thinking in accordance to his mistakes and omissions. The prime aim of the tuition should be a complete development of the student who as a person has its own abilities, its own tempo of progress, its own work style, its access to cognition, interests, wishes, emotions etc.

The democratic classroom also promotes the student's critical thinking, which means to be curious, to study ideas, to set aims, to use researches, to look for alternatives, to take a responsibility, rationally to defend someone's belief, to be open toward new ideas. That is why every school's responsibility should be the immediate activities during the educational process, which would prepare the student for the challenges of today's and tomorrow's development in a democratic society.

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1. Introduction

The democratic classroom should be understood as a place where a total development of the student's personality is achieved, a place where the processes of humanization, personalization and socialization are taking place. In the framework of this democratic classroom a special place takes the question about the active position and role of the student. This question is not new at all and it's not asked for the first time. About the active position of the student in the tuition it was discussed through the different historical periods and socially-economic and scientific-pedagogical conditions and it has been attracting the attention of many educators. Many scientific discussions have been led, many works have been written and many empiric researches have been done. In all of them has been pointed out on the meaning, the essence and the organization of the tuition in which the student has an active

position. When the point is about the student's position in the tuition, then inevitably are asserting the discussions about why is it necessary the student to have an active position in the tuition or to be an active subject in it, how to achieve and realize the tuition and what would be the results of that kind of the student's position.

The student is the first and the basic factor in the tuition because of which the tuition it's organized. The student, as a basic factor of the tuition, incorporates its individual, psychophysical, intellectual, socio-cohesive and structural development. In the realization of the educational process it is important to be well known the person's psychology from many aspects: philosophical, sociological, psychological, pedagogical etc.

The didactics as a pedagogical discipline deals with the theory of the educational process and it's characterized with an expressive aims for interdisciplinary approach in the analysis of the educational phenomena. On the basis of that it leaves the global model of tuition that is conditioned of strictly defined stages of the educational process and it is integrating with the other sciences by using their cognizance for explaining the essence of the tuition and its components. For every didactic conception there is a certain methodic and practitioners' experiences connected with it. In this case practitioners are the teachers, who have a role of creators of the tuition according to the teaching forms and methods as well as according the creating teaching situations in which are evident the active position of the student, the associative role of the teacher, the process of integration of the teaching contents, intensifying the interactive relations between the subjects in the tuition etc.

During the tuition main component for expressing the subjective position of the student and the democratization of the relations between the basic factors in the tuition is the student's activity in it. The respect for the student, as a subject of the tuition, asks active participation and competence of the students in the process of fortification of the aims and tasks, the content and the ways of realization of the curriculum. Through an active enclosing of the student in the tuition, the student gets enabled to get known and to comprehend the aim of its activity as well as to get an experience for further independent acquiring knowledge firmly connected with the development of adequate abilities and sense of respect from the teacher.

It should be taken in consideration the fact that the investigators of the educational process (the teachers and the students) own creativity and that process can never be objectified totally. The student should be developing, and the tuition, which exists exactly for the student, should be student's main support in that process. The active participation of the student in all the stages of the tuition has crucial importance, because without that, the tuition can't be even imagined. Because of that, the student in the tuition should be treated as a subject who learns, earns its knowledge, creates, develops and improves. Very important is the moment of training the student for learning, which understands teacher's flexibility, tolerance for the student's actions and his way of thinking in accordance to his mistakes and omissions. That enforces the need for creating adequate preconditions for work (ambience for learning), in which the student would have possibility to be self active and personally engaged with his own pace of progress. The tuition can't let the student to be treated as someone who should acquire ready knowledge and who should be put in listening-monitoring position, in a process in which are dominant the teacher's activities, the frontal type of work and the verbal methods. The prime aim of the tuition should be a complete development of the student who as a person has its own abilities, its own tempo of progress, its own work style, its access to cognition, interests, wishes, emotions etc. The tuition's essence shouldn't come down to memorizing and acquiring of the learning contents, but it should form a person who will know to think, to feel, to be able to study, to change, to cooperate and to improve. That kind of person can be formed only in a situation where the student is put in a position to ask questions, to exhibit, to explicate and to defend his own ideas and stands, to check hypothesis, to search and to offer evidences, to check causative-consecutive relationships etc.

The tuition in a democratic classroom means free expression of your own thinking, without any limits, without suspicion in other's saying, resistance to the teacher, learning from the mistakes, teacher's objection or bad grade. The teacher must not force the student to listen, to observe, to memorize and to reproduce what has been told or shown to him. He should organize and design the process of learning and to meet student's needs.

This doesn't mean denial of the teacher's position but contrary, the teacher should enable the students with activities for all of them and his role is to be organizer, coordinator, pointer, counselor...The teacher is a creator and somebody who gives a meaning to the activity and the student is the carrier of that activity which asks him for commitment and personal striving. Every higher degree of task's complexity, which is confined to the student, marks confidence from the teacher to student's abilities.

An affirmation for the interactive characteristic in the mutual relationships between the teacher and the student in the process of tuition is the cooperation in which the individual interests are absent. In this relationship are nurtured

the common interests contrary to the tasks that should be done in which the individual interest is treated as a profit in the quality of knowledge.

The democratic classroom implies expanding of the student's acting space, creating optimal conditions and possibilities for its active participation in the educational process as a carrier of the immediate activities, problematic experience of the given tasks, student's training and incorporation in different techniques and actions for educational researches, by respecting the individual characteristics of every person.

Of great importance are the developing positive characteristics of the person, the motivation, the convictions for competence, the increasing of the person's integrity etc.

The democratic classroom also promotes the student's critical thinking, which means to be curious, to study ideas, to set aims, to use researches, to look for alternatives, to take a responsibility, rationally to defend someone's belief, to be open toward new ideas...

When we talk about the process of democratization in the school community the existence of student's parliament is very important. This parliament has a task to support the student's participation in the democratic relationships in the school, as well as to realize and to protect student's rights.

This is the only way and the only place where the student will be able to work without force, and to incorporate himself in the educational process for his own interest and satisfaction. The democratic society looks for individuals who are trained to explore and to acquire productive knowledge which they would be able to transfer it from one area to another later on. That is why every school's responsibility should be the immediate activities during the educational process, which would prepare the student for the challenges of today's and tomorrow's development in a democratic society.